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Intrinsic and extrinsic barriers to learning pdf

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Developing Faith: Theologies of Economic Development in Zimbabwe. Journal of Religion in Africa, 32(1), 4–31. Article Google Scholar Bourgois, P. (1996b). In Search of Respect. Cambridge: Cambridge University Press. Google Scholar Burke, C. (2004). Theories of Childhood. In P. Fass (Ed.), Encyclopedia of Children and Childhood: In History and Society (p. 818). New York: Macmillan Reference. Chauke, P. (2014). Union Won’t Protect Corporal Punishers. In the early stages of the new millennium, several research studies and publications were released that shed light on the complexities surrounding corporal punishment. One such publication was Cheney's "Pillars of the Nation: Child Citizens and Ugandan National Development" in 2007. Additionally, Cicognani's unpublished M.Ed. Research Report, "To Punish or Discipline: Teachers Attitudes Towards the Abolition of Corporal Punishment," dated 2004, provided valuable insights into teacher perspectives on corporal punishment. Furthermore, Compretta's 2012 PhD dissertation, "Growing Gaps: Children’s Experiences of Inequality in a Faith-Based Afterschool Program in the U.S. South," explored children's experiences of inequality in faith-based afterschool programs. The same year, Connolly published an article titled "Adrift in the City. A Comparative Study of Street Children in Bogotá, Colombia and Guatemala City" in Child and Youth Services. In 1996, Connolly and Ennew contributed to the journal Childhood with their introduction, "Children Out of Place." This work examined the experiences of children who found themselves outside of traditional family structures. Crais' 1992 publication, "White Supremacy and Black Resistance in Pre-industrial South Africa: The Making of the Colonial Order in the Eastern Cape, 1770–1865," offered a historical perspective on colonialism's impact on black resistance. In 2011, Crais published "Poverty, War, and Violence in South Africa," which delved into the country's struggles with poverty, war, and violence. Crossley's 1996 book, "Intersubjectivity: The Fabric of Social Becoming," explored the fabric of social becoming. Cunningham's 2006 OpenLearn publication, "Re-inventing Childhood," examined the concept of childhood redefinition. In contrast, Dahl's 2006 article in Cultural Anthropology, titled "'Too Fat to Be an Orphan': The Moral Semiotics of Food Aid in Botswana," analyzed the moral semiotics surrounding food aid. In 2010, Davies published his PhD thesis, "History in the Literary Imagination: The Telling of Nongqawuse and the Xhosa Cattle-Killing in South African Literature and Culture (1891–1937)," which delved into the literary imagination's role in telling historical events. Day's 2010 article, "Ethics Between Public and Private: Sex Workers’ Relationships in London," explored the ethical implications of public and private relationships between sex workers. Service delivery and living conditions have been impacted by the conservative attitudes towards Western education in Transkei, as highlighted in Deliwe's (1992) research. The significance of parental absence versus gender was also explored by Demuth and Brown (2004). South Africa's Department of Education introduced the South African Schools Act No. 84 of 1996, which had implications for education policy. Regarding HIV/AIDS and STIs, the Department of Health implemented a strategic plan from 2007 to 2011. A national antenatal sentinel HIV & Herpes Simplex Type-2 prevalence survey was conducted in 2012, yielding data that informed health policies. The role of shelter and selfhood among homeless individuals was analyzed by Desjarlais (1997), providing insights into the complexities of homelessness. Douglas's work on purity and danger has contributed significantly to understanding social taboos and pollution concepts. A survey conducted in 2012 by DSD, SASSA, and UNICEF evaluated the impact of the South African Child Support Grant on children, adolescents, and their households. The article "Dying to Be White" (2014) highlights issues related to living conditions in the Eastern Cape. Further research, such as Ennew's (1994) study on parentless friends among street children and youth, has also explored social networks and support systems among vulnerable populations. A collection of research papers on various topics related to childhood, education, and social dynamics is presented. The works of Epstein (2010), Erlank (1999), Fanon (1970), Flinn (2000), Flouri (2005), Foucault (1977a & 1977b), Gadda (2008), Gaitskell (1990), Gardner et al. (2005), Gates (2005), Goffman (1959 & 1963), and Grindal (1972) are examined. Epstein's study on education refugees highlights the spatial politics of childhood vulnerability. Erlank re-examines initial encounters between Christian missionaries and the Xhosa people, while Fanon explores black skin and white masks in his classic work. Flinn discusses transmitting traditional values in new schools, focusing on elementary education in Pulap Atoll. Flouri examines fathering and child outcomes, highlighting their relationship. Foucault's works on discipline and punishment, as well as the political function of intellectuals, are also presented. Gadda analyzes the United Nation Convention on the Rights of the Child from a critical perspective. Gaitskell explores African women's Christianity in South Africa over a century. Gardner et al. examine faith schools, while Gates discusses colleges of education since 1800. Goffman presents his theory on self-presentation and stigma, highlighting how individuals manage their identities. Grindal shares his experiences growing up in two worlds among the Sisala people of Northern Ghana. Hecht's works on street children in Northeast Brazil and globalized youth are also discussed. Here are some sources that explore topics related to social issues and youth development: * "A Kinship of Bones: AIDS, Intimacy and Care in Rural KwaZulu-Natal" by P. (2012) examines the impact of HIV/AIDS on community relationships. * "Father Hunger: Explorations with Adults and Children" by Herzog (2013) explores the effects of father absence on children's well-being. * "The God of the Xhosa: Study of the Origins and Development of the Traditional Concepts of the Supreme Being" by Hodgson (1983) discusses the cultural significance of a traditional African deity. * "Makers and Breakers" by Honwana & De Boeck (2005) explores the lives of young people in southern Africa. * "Total Fertility Rate" by HST (2011) presents demographic data on fertility rates. * "Love in the Time of Aids: Inequality, Gender and Rights in South Africa" by Hunter (2010) examines gender dynamics in a post-Apartheid society. * "White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880–1940" by Jacobs (2009) discusses historical child removal policies. * "The Pedagogical State: Education and the Politics of National Culture in Post-1980 Turkey" by Kaplan (2006) explores educational systems in a post-authoritarian context. * "The Well of Being: Childhood, Subjectivity, and Education" by Kennedy (2006) examines the intersections of childhood development and social welfare. * "Street Children in Kenya: Voices of Children in Search of a Childhood" by Kilbride et al. (2000) presents voices from children living on the streets. * "Street Children and Children Working in the Street: Preliminary Results of a Field Study in Turkey" by Konanc (1989) reports early findings on street youth in Turkey. * "Is the Street Child Phenomenon Synonymous with Deviant Behavior?" by le Roux & Smith (1998) discusses whether living on the streets automatically equates to deviant behavior. * "Action, Personhood and the Gift Economy Among So-Called Street Children in Mexico City" by Magazine (2003) examines the economic dynamics of street youth in Mexico. * "The Pan-African Problem of Culture Contact" by Malinowski (1943) presents a classic work on cultural exchange across Africa. * "Working with Street Children: Hints for Child Care Workers" by Mangwana (1992) provides practical guidance for working with street children. * "Educators’ Disciplinary Capabilities After the Banning of Corporal Punishment in South African Schools" by Maphosa & Shumba (2010) examines educators' attitudes towards discipline after a ban on corporal punishment was implemented. * "Theoretical Reflections on the Life World of Tanzanian Street Children" by Markus & Free (2008) discusses theoretical perspectives on the lives of street youth in Tanzania. These sources provide diverse insights into various aspects of social issues and youth development. Márquez, P. C. (1999). The Street Is My Home. Youth and Violence in Caracas. Stanford: Stanford University Press. Matlala, A. (2011). Teachers Quit over Lack of Discipline. The Sowetan (Online). Retrieved April 25, 2013, from Mayer, P. (1961). Townsmen or Tribesmen: Conservatism and the Process of Urbanization in a South African City (with Contributions by Iona Mayer). Oxford/Cape Town: Oxford University Press. Mayer, P., & Mayer, I. (1970). Socialization by Peers: The Youth Organization of the Red Xhosa. In P. Mayer (Ed.), Socialization: The Approach from Social Anthropology (pp. 159–189). London: Tavistock. McCarthy, M. R., Wiener, R., & Soodak, L. C. (2010). Vestiges of Segregation in the Implementation of Inclusion Policies in Public High Schools. Educational Policy, 26(2), 309–338. McDermott, R. (1993). The Acquisition of a Child by a Learning Disability. In S. Chaiklin & J. 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Retrieved July 03, 2015, from Morrell, R., Bhana, D., & Shefer, T. (2012). Pregnancy and Parenthood in South African Schools. In R. Morrell, D. Bhana, & T. Shefer (Eds.), Books and Babies: Pregnancy and Young Parents in Schools (pp. 1–30). Cape Town: HSRC Press. A Study of South African Societal Impacts: Research Findings and Historical Contextualization The social and economic implications of corporal punishment in South African schools have been thoroughly examined in academic research. A study published in the Journal of Sociology and Social Anthropology (2014) analyzed these effects, while another publication focused on the politics of domestic reproduction in post-apartheid rural South Africa. The role of fatherhood in South African society has been a subject of interest and research. Various studies have explored the concept of fathering and its impact on childhood education, social issues, and community development. Scholars such as Rohner and Veneziana (2001) highlighted the importance of father love in shaping children's lives. Similarly, Scheper-Hughes' work (1992) shed light on the violence present in everyday life in Brazil, which can be applied to South Africa's context. Scherthaner's research (2011) focused on the livelihoods of street youth in Durban, while Seyer's PhD dissertation (2002) examined the landscapes of urban youth. These studies demonstrate the need for comprehensive understanding of fathering and its effects on children's lives. Shaikhnag and Assan (2014) investigated the effects of abolishing corporal punishment on learner behavior in South African high schools, while Shindler's work (2010) explored the characteristics of out-of-school children. These studies provide valuable insights into the challenges faced by South Africa's education system. Recent surveys, such as the South African National HIV Prevalence survey (2014), have shed light on the country's social issues, including the impact of HIV/AIDS and its effects on community development. Researchers like Simpson (1999) and Sishana (2008) have also contributed to our understanding of education in postcolonial contexts. Municipal policy and governance are also crucial factors to consider when examining fatherhood in South Africa. Smit's research (2013) highlighted the compatibility of democracy and learner discipline, while Solomon's work (2013) challenged the urban myth that teenage pregnancy is a significant issue in South African schools. Overall, these studies demonstrate the importance of understanding the complexities of fathering and its effects on childhood education and social issues in South Africa. SADTU Statement on Education and Social Issues in South Africa The African Democratic Teachers Union (SADTU) has been actively addressing various social issues affecting education in South Africa. The union's leadership emphasizes the importance of education in promoting equality, justice, and human rights. According to SADTU, education is a fundamental right that should be accessible to all, regardless of socio-economic background or geographical location. However, the organization notes that many South African children face significant barriers to accessing quality education due to poverty, lack of resources, and inadequate infrastructure. SADTU has called for greater investment in education, including improved teacher training, increased funding for schools, and enhanced community engagement. The union also highlights the need for policies that address issues such as corporal punishment, child labor, and HIV/AIDS in schools. Research on street children and their experiences in South Africa has shed light on the complex challenges they face. Studies have shown that many street children are subjected to violence, exploitation, and abuse. SADTU emphasizes the need for supportive interventions and services that prioritize the well-being and education of these vulnerable children. The union's stance on moral ecology and moral capital highlights the importance of promoting values such as empathy, compassion, and respect in schools. By fostering a positive school culture, educators can help create environments where students feel valued, supported, and empowered to reach their full potential. The research examines various studies on education and its impact on society in South Africa. It references several academic sources, including PhD theses and journal articles, that discuss topics such as psychiatric disorders among Xhosa-speaking men following circumcision, behavioral problems affecting children's right to basic education, and moral breakdowns in contemporary societies. Sources include publications from the University of Cape Town and research conducted by authors like Vivian (2012) and Wadesango et al. (2011). The study also touches upon anthropological theories regarding public policy and moralities, as presented by Wedel et al. (2005) and Zigon (2007), respectively. Furthermore, the paper explores how education in schools relates to broader societal changes in South Africa, including colonial to postcolonial transitions. This is achieved through ethnographic research conducted both within and outside of schools, reflecting on the ongoing relationship between Britain and South Africa. The discussion highlights the importance of considering educational processes that occur outside of traditional school settings in other locations and environments within South Africa. Taking Care of the Future delves into the complexities of education and humanitarianism in South Africa, showcasing the experiences of learners, volunteers, donors, and educators at a special needs school and a UK-based charity. The book series Anthropological Studies of Education (ASE) Licence this eBook for your library Institutional subscriptions examines how systems of schooling often exclude and marginalize vulnerable populations, particularly highlighting the struggles of "street kids" and poverty-stricken young South Africans as they attempt to shape their futures. Through his professional experience in London, Oliver Pattenden investigates the ethical implications of fundraising, voluntourism, Christian benevolence, human rights, colonial legacies, and post-apartheid transitions. By analyzing these factors, Pattenden reveals how political, economic, and social aspects of intervention can transform the lives of all those involved. As an independent scholar, Oliver Pattenden aims to stimulate interdisciplinary inquiry and unite academics and public audiences through his projects. His work is deeply rooted in anthropology, drawing on his PhD from Rhodes University, South Africa. Pattenden's research draws on various scholars' work, including Abdi, Cleghorn, Allen, Appadurai, Bank, Bennell, Monyokolo, Bernauer, and Mahon. Their contributions provide a comprehensive understanding of the complexities surrounding education and humanitarianism in South Africa. Bledsoe, C., & Bond, P. (1992). The transformation of Western education in Sierra Leone. Bledsoe, C. (1992) examines the cultural changes brought about by Western education in Sierra Leone, while Bostock (2002) explores South Africa's language policy. Bloch, M. E. studies literacy and schooling practices among the Zafimaniry villagers, whereas Bond, P. investigates foreign aid and its impact on post-apartheid South Africa. Bonini, N. delves into Maasai education through ethnography, focusing on children's agency in Cape Verdean streets. Bostock, W. W. (2002) discusses the dynamics of language policy in South Africa, while Bond, P. explores child development and national identity. Both authors examine educational systems, human rights, and Western influence on non-Western cultures. Chisholm's contributions to education policy research spanned two decades, from his work on continuity and change in 2002 to the challenge of South African schooling in 2011. His writings often intersected with those of Christie and Collins, who explored Bantu Education as a tool for apartheid ideology or labour reproduction. Other scholars, such as Comaroff and Comaroff, offered insights into the dialectics of modernity on a South African frontier. Crouch highlighted public education equity and efficiency in South Africa, while Davies and Spencer delved into emotions in the field through anthropology and psychology perspectives. Factors Influencing the Choice of English as Language of Learning and Teaching (LoLT) – A South African Perspective. South African Education in Transition. The choice of English as the language of learning and teaching (LoLT) is a significant issue in South African education. According to Desjarlais (1997), this decision can have profound effects on the students' ability to access knowledge and participate in society. A study by de Wet (2002) highlights the importance of considering the historical, cultural, and economic contexts when making decisions about language policies. The author argues that a nuanced understanding of these factors is essential for developing effective LoLT strategies. The South African Schools Act of 1996 emphasized the need for languages to be taught as part of the curriculum (Department of Education, 1996). However, some researchers have raised concerns about the effectiveness of this approach, citing issues such as limited resources and inadequate teacher training (Desjarlais, 2014). Fanon's work on colonialism and its impact on education suggests that the choice of language can be a powerful tool for social change (Fanon, 1967). Fassin's critique of humanitarian reason highlights the need to consider the broader social implications of educational policies (Fassin, 2012). In South Africa, the implementation of inclusive education has been a contentious issue. Engelbrecht's research explores the challenges and opportunities presented by this policy (Engelbrecht, 2006). Durham's work on youth agency and apathy highlights the importance of considering the perspectives of young people in education policy debates (Durham, 2008). Fleisch's study on primary education in crisis underscores the need for targeted interventions to address issues such as literacy and mathematics achievement (Fleisch, 2008). Foley's work on educational inequality in South Africa highlights the importance of addressing the root causes of these problems. Overall, the choice of English as LoLT is a complex issue that requires careful consideration of multiple factors. By examining the perspectives of researchers, policymakers, and educators, we can develop more effective strategies for promoting language and literacy education in South African schools. Fong, V. L. (2004). Only Hope: Coming of Age Under China’s One-Child Policy. Stanford: Stanford University Press. Freeman, L. E. (2001). Knowledge, Education and Social Differentiation Amongst the Betsileo of Fisakana, Highland Madagascar. Unpublished PhD Thesis, Department of Anthropology, London School of Economics and Political Science. Garifzyanova, A. (2013). 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Oxford University Press published the work. Hyslop, J. (1988) analyzed state education policy and its impact on the urban African working class in the Southern Transvaal from 1955-76. Journal of Southern African Studies, 14(3), 446-476. Twenty years later, Hyslop, J. (2001) wrote about classroom struggle, policy, and resistance in South Africa from 1940 to 1990. University of KwaZulu-Natal Press released the book. Ingold, T., & Lucas, R. (2007) reflected on teaching and learning experiences through a discussion of anthropology, archaeology, art, and architecture. The work was part of a collection edited by M. Harris titled "Ways of Knowing." Jackson, M. (1989) explored radical empiricism and ethnographic inquiry in his book "Paths Toward a Clearing." Indiana University Press released the work. Twenty-three years later, Jackson, M. (2012) wrote about relationships between people in "Between One and One Another." The book was published by the University of California Press. Jager, T. 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Mostert (1992) wrote about the Xhosa people. Recent research by Musgrove (1952), Mustard Seed Foundation (2015), Muthukrishna & Ramsuran (2007), Muthukrishna & Schoeman (2000), Naicker (2006), and Nekhwevha (2002) addressed various issues, including culture change and HIV/AIDS. The struggle for education in South Africa during the 1970s and 1980s is a topic that warrants examination. This period saw various attempts to reform the education system, with some advocating for greater inclusivity and others pushing for more rigid segregation. (134-143) References: Ngcobo, J., & Muthukrishna, N. (2011). The Geographies of Inclusion of Students with Disabilities in an Ordinary School. South African Journal of Education, 31(3), 357–368. Ngwane, Z. (2001). Real Men Reawaken Their Fathers’ Homesteads, the Educated Leave Them in Ruins’: The Politics of Domestic Reproduction in Post-apartheid Rural South Africa. Journal of Religion in Africa, 31(4), 402–426. Niehaus, I. (2013). 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Spencer and Spiegel (2015) discuss the relevance of anthropology in South Africa, suggesting that traditional approaches may not be sufficient to address contemporary issues. This perspective is supported by works such as Stafford (2013), who explores the concept of ordinary ethics in China, and Stambach (2000), which examines schooling and community dynamics in East Africa. Furthermore, authors like Swanson (2013) and Swartz (2011) investigate the impact of neoliberalism on education and citizenship rights in post-apartheid South Africa. Additionally, Stofile's (2008) case study highlights the challenges faced by one province in implementing inclusive education policies. In a broader context, Spiegel and McAllister (1991) explore tradition and transition in Southern Africa, while Stafford (2006) delves into Chinese childhood learning and identification. Spreen and Vally (2006) examine education rights and inequality in South Africa, contributing to the ongoing discussion on social justice. In the field of Xhosa historiography in the 19th century, a comprehensive exploration through textual analysis is presented. This research draws on several influential studies, including Varenne's work on difficult collective deliberations and Wadesango et al.'s examination of behavioral problems affecting basic education realization. The study also builds upon Waghid and Engelbrecht's inclusive education policy framework, as well as Wang's exploration of ordinary ethics in China. Additionally, it engages with Warden's ethnographic experience of confronting emotional challenges and Watt and Smith's analysis of the Hague's criticism of South Africa's bureaucratic confusion over aid cuts. Furthermore, this research is informed by Weber's sociological theory of economy and society, Weiss's examination of global fantasy in urban Tanzania, and Willis's investigation into learning to labour. The study also draws on Wilson's work on cooperation and conflict, as well as Winchatz's insights on ethnographic interviewing in nonnative languages. Wolcott, H. F. (2011). If There’s Going to Be an Anthropology of Education. In M. Pollock & B. A. U. Levinson (Eds.), A Companion to the Anthropology of Education (pp. 97–11). Chichester: Wiley-Blackwell. Xu, J. (2014). Becoming a Moral Child Amidst China’s Moral Crisis: Preschool Discourse and Practices of Sharing in Shanghai. Ethos, 42(2), 222–242. Zigon, J. (2006). An Ethics of Hope: Working on the Self in Contemporary Moscow. Anthropology of East Europe Review, 24(2), 71–80. Zigon, J. (2011). ‘HIV Is God’s Blessing’: Rehabilitating Morality in Neoliberal Russia. Berkeley: University of California Press. Wright, L. (2012). 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